



Grade 2

**CORRELATION TO THE ONTARIO  
SOCIAL STUDIES CURRICULUM**



# Many Gifts 2 Correlation to Social Studies Curriculum

SB = Student Book TR = Teacher's Resource AC = Activity Card						
OVERALL EXPECTATIONS	Unit 1: Changing Traditions			Unit 2: Global Communities		
<b>A1.</b> compare some significant traditions and celebrations among diverse groups and at different times, and identify some of the reasons for changes in these traditions/celebrations	SB pp. 10–21 SB pp. 24–29 SB pp. 32–39 SB pp. 42–43	TR pp. 4–8 TR pp. 14–26 TR pp. 31–43 TR pp. 54–71 TR pp. 76–81	AC Ch. 1 #1 AC Ch. 1 #2 AC Ch. 1 #3 AC Ch. 1 #4 AC Ch. 1 #5 AC Ch. 2 #2 AC Ch. 2 #3 AC Ch. 2 #4			
<b>A2.</b> use the social studies inquiry process to investigate some of the past and present traditions and celebrations within their own family and the communities to which they belong	SB pp. 10–15 SB pp. 16–29 SB pp. 30–43	TR pp. 4–8 TR pp. 14–43 TR pp. 50–81	AC Ch. 1 #1 AC Ch. 1 #2 AC Ch. 1 #3 AC Ch. 1 #4 AC Ch. 1 #5 AC Ch. 2 #1 AC Ch. 2 #2 AC Ch. 2 #3 AC Ch. 2 #4 AC Ch. 2 #5			
<b>A3.</b> describe some of the major groups in their community, including different types of families, and some of the ways in which traditions and heritage are passed on by such groups	SB pp. 10–15 SB pp. 16–29 SB pp. 30–43	TR pp. 4–8 TR pp. 14–43 TR pp. 50–81	AC Ch. 1 #1 AC Ch. 1 #2 AC Ch. 1 #3 AC Ch. 1 #4 AC Ch. 1 #5 AC Ch. 2 #1 AC Ch. 2 #2 AC Ch. 2 #3 AC Ch. 2 #4 AC Ch. 2 #5			
<b>B1.</b> describe some similarities and differences in the ways in which people in two or more communities in different parts of the world meet their needs and have adapted to the location, climate, and physical features of their regions				SB pp. 48–49 SB pp. 52–55 SB pp. 58–59 SB pp. 62–87 SB pp. 90–99	TR pp. 92–94 TR pp. 102–111 TR pp. 116–120 TR pp. 126–133 TR pp. 140–171 TR pp. 178–195 TR pp. 201–209	AC Un. 2 #1 AC Un. 2 #2 AC Ch. 3 #1 AC Ch. 3 #2 AC Ch. 3 #3 AC Ch. 3 #4 AC Ch. 4 #1 AC Ch. 4 #2 AC Ch. 4 #3 AC Ch. 4 #4 AC Ch. 5 #1 AC Ch. 5 #2 AC Ch. 5 #3

<p><b>B2.</b> use the social studies inquiry process to investigate aspects of the interrelationship between the natural environment, including the climate, of selected communities and the ways in which people in those communities live</p>				<p>SB pp. 44–47 SB pp. 50–89 SB pp. 90–99</p>	<p>TR pp. 88–92 TR pp. 94–95 TR pp. 102–133 TR pp. 140–171 TR pp. 178–209</p>	<p>AC Un. 2 #1 AC Un. 2 #2 AC Ch. 3 #1 AC Ch. 3 #2 AC Ch. 3 #3 AC Ch. 3 #4 AC Ch. 4 #1 AC Ch. 4 #2 AC Ch. 4 #3 AC Ch. 4 #4 AC Ch. 5 #1 AC Ch. 5 #2 AC Ch. 5 #3 AC Ch. 5 #4</p>
<p><b>B3.</b> identify and locate various physical features and selected communities around the world, and describe some aspects of people's ways of life in those communities</p>				<p>SB pp. 44–49 SB pp. 52–53 SB pp. 54–79 SB pp. 80–99</p>	<p>TR pp. 88–94 TR pp. 102–106 TR pp. 107–133 TR pp. 140–171 TR pp. 178–209</p>	<p>AC Un. 2 #1 AC Un. 2 #2 AC Ch. 3 #1 AC Ch. 3 #2 AC Ch. 3 #3 AC Ch. 3 #4 AC Ch. 4 #1 AC Ch. 4 #2 AC Ch. 4 #3 AC Ch. 4 #4 AC Ch. 5 #1 AC Ch. 5 #2 AC Ch. 5 #3 AC Ch. 5 #4</p>
<p><b>SPECIFIC EXPECTATIONS</b></p>	<p><b>Unit 1: Changing Traditions</b></p>			<p><b>Unit 2: Global Communities</b></p>		
<p><b>A1.1</b> compare ways in which some traditions have been celebrated over multiple generations in their family, and identify some of the main reasons for changes in these traditions (e.g., <i>immigration to Canada, family members marrying someone from a different culture, changes in technology</i>)</p> <p><b>Sample questions:</b> “How might technology affect the ways in which we celebrate some holidays?” “How did moving to a new country change the way your family celebrated some of its traditions?”</p>	<p>SB pp. 10–11 SB pp. 12–13 SB pp. 14–15 SB pp. 20–21 SB pp. 24–25 SB pp. 28–29 SB pp. 34–35 SB pp. 38–39</p>	<p>TR pp. 4–8 TR pp. 23–26 TR pp. 31–34 TR pp. 39–43 TR pp. 59–63 TR pp. 68–71</p>	<p>AC Ch. 1 #2 AC Ch. 1 #3 AC Ch. 1 #4 AC Ch. 1 #5 AC Ch. 2 #2 AC Ch. 2 #3</p>			
<p><b>A1.2</b> compare their family's structure and some of their traditions and celebrations with those of their peers' families (e.g., <i>traditions/celebrations related to rites of passage, holidays, foods</i>)</p>	<p>SB pp. 10–11 SB pp. 12–13 SB pp. 14–15 SB pp. 16–17 SB pp. 18–19 SB pp. 20–21 SB pp. 26–27 SB pp. 28–29</p>	<p>TR pp. 4–8 TR pp. 14–17 TR pp. 18–22 TR pp. 23–26 TR pp. 35–38 TR pp. 39–43</p>	<p>AC Ch. 1 #1 AC Ch. 1 #2 AC Ch. 1 #3 AC Ch. 1 #4 AC Ch. 1 #5</p>			

<p><b>A1.3</b> compare some of the past and present traditions and celebrations of different ethnocultural groups in their local community, and identify some of the main reasons for the change (e.g., <i>influenced by practices around Christmas, some Jewish families now give presents at Hanukkah; when some of their spiritual or cultural traditions were outlawed, First Nations people developed different practices, but now some traditional practices are returning</i>)</p> <p><b>Sample questions:</b> “What celebrations include the hanging of lights?” “Why were First Nations people unable to have powwows at one time? What reaction did First Nations people have to this law?”</p>	<p>SB pp. 10–11 SB pp. 12–13 SB pp. 14–15 SB pp. 26–27 SB pp. 32–33 SB pp. 34–35 SB pp. 36–37 SB pp. 38–39 SB pp. 42–43</p>	<p>TR pp. 4–8 TR pp. 35–38 TR pp. 54–58 TR pp. 59–63 TR pp. 64–67 TR pp. 68–71 TR pp. 76–81</p>	<p>AC Ch. 1 #2 AC Ch. 1 #3 AC Ch. 1 #5 AC Ch. 2 #2 AC Ch. 2 #3 AC Ch. 2 #4</p>			
<p><b>A2.1</b> formulate questions to guide investigations into some of the past and present traditions and celebrations in their own family and the communities to which they belong (e.g., <i>simple questions related to past and present practices associated with Christmas, Yom Kippur, Eid ul-Fitr, Diwali, or Kwanzaa</i>)</p> <p><b>Sample questions:</b> “What does your family do at Hanukkah? Are those the same things that your grandparents did? What is different?” “Does your family eat special food at Eid ul-Fitr? Are those foods the same as those your grandparents used to eat?”</p>	<p>SB pp. 10–11 SB pp. 12–13 SB pp. 14–15 SB pp. 22–23 SB pp. 28–29 SB pp. 34–35</p>	<p>TR pp. 4–8 TR pp. 27–30 TR pp. 39–43 TR pp. 59–63</p>	<p>AC Ch. 1 #2 AC Ch. 1 #3 AC Ch. 2 #2 AC Ch. 2 #3</p>			
<p><b>A2.2</b> gather and organize information on some of the past and present traditions and celebrations within their family and the community to which they belong, using primary and/or secondary sources that they have gathered themselves or that have been provided to them (e.g., <i>photo albums, family stories, interviews, artefacts, newspaper clippings, paintings, Elders’ stories</i>)</p> <p><b>Sample questions:</b> “Where might you find photos to look into similarities and differences in wedding fashions at different times?” “How might interviewing an Elder help you find out about seasonal celebrations in the local First Nation community and the ways these celebrations have changed?”</p>	<p>SB pp. 10–11 SB pp. 12–13 SB pp. 14–15 SB pp. 24–25 SB pp. 28–29 SB pp. 32–33 SB pp. 34–35 SB pp. 42–43</p>	<p>TR pp. 4–8 TR pp. 31–34 TR pp. 39–43 TR pp. 54–58 TR pp. 59–63 TR pp. 76–81</p>	<p>AC Ch. 1 #2 AC Ch. 1 #3 AC Ch. 1 #4 AC Ch. 1 #5 AC Ch. 2 #2 AC Ch. 2 #3</p>			
<p><b>A2.3</b> analyze and construct simple maps as part of their investigations into past and present traditions and celebrations in their local community (e.g., <i>locate on a map the regions of origin of different settlers in their area; construct a map that includes an appropriate legend to show different peoples who settled in the area</i>)</p> <p><b>Sample questions:</b> “Which First Nation lived on this land before your community was established? How can we show that on this map?”</p>	<p>SB pp. 30–31</p>	<p>TR pp. 50–53</p>	<p>AC Ch. 1 #1 AC Ch. 2 #1</p>			
<p><b>A2.4</b> interpret and analyze information relevant to their investigations, using a variety of tools (e.g., <i>list the holiday decorations that their family uses today and that were used by their grandparents and great-grandparents, and use a Venn diagram to help them determine the similarities and differences; create a list of holiday traditions of their parents, grandparents, and great-grandparents, and use a bar graph to help them determine which have changed</i>)</p> <p><b>Sample question:</b> “What tools could you use to help you find out ways in which this celebration has remained the same?”</p>	<p>SB pp. 16–17 SB pp. 18–19 SB pp. 20–21 SB pp. 26–27 SB pp. 30–31 SB pp. 32–33 SB pp. 34–35 SB pp. 38–39 SB pp. 42–43</p>	<p>TR pp. 14–17 TR pp. 18–22 TR pp. 23–26 TR pp. 35–38 TR pp. 50–53 TR pp. 54–58 TR pp. 59–63 TR pp. 68–71 TR pp. 76–81</p>	<p>AC Ch. 1 #1 AC Ch. 1 #2 AC Ch. 1 #3 AC Ch. 1 #4 AC Ch. 1 #5 AC Ch. 2 #1 AC Ch. 2 #2 AC Ch. 2 #3</p>			

<p><b>A2.5</b> evaluate evidence and draw conclusions about past and present traditions and celebrations in their own families and the communities to which they belong</p> <p><b>Sample questions:</b> "What did you find out about the differences between traditions related to the New Year (Hanukkah, Eid ul-Fitr, a powwow) now and in the past? What is still the same? Do you think the changes are good?"</p>	<p>SB pp. 10–11 SB pp. 12–13 SB pp. 14–15 SB pp. 36–37 SB pp. 42–43</p>	<p>TR pp. 4–8 TR pp. 64–67 TR pp. 76–81</p>	<p>AC Ch. 1 #1 AC Ch. 1 #2 AC Ch. 1 #5 AC Ch. 2 #4</p>			
<p><b>A2.6</b> communicate the results of their inquiries, using appropriate vocabulary (e.g., <i>holiday, tradition, culture, celebrations, generations</i>) and formats (e.g., <i>a big book cooperatively produced by the class using photographs uploaded from digital cameras; a recording of stories about how celebrations have changed and stayed the same in their family; interpretive movements representing a variety of celebrations</i>)</p>	<p>SB pp. 12–13 SB pp. 14–15 SB pp. 40–41 SB pp. 42–43</p>	<p>TR pp. 6–8 TR pp. 72–75 TR pp. 76–81</p>	<p>AC Ch. 1 #1 AC Ch. 1 #2 AC Ch. 1 #3 AC Ch. 1 #5 AC Ch. 2 #5</p>			
<p><b>A3.1</b> identify and describe different types of families (e.g., <i>families with one parent, two parents, no children; same-sex families; blended and multi-generational families; immigrant families; families where the parents come from different religious or ethnocultural groups</i>)</p>	<p>SB pp. 12–13 SB pp. 14–15 SB pp. 16–17 SB pp. 26–27 SB pp. 28–29</p>	<p>TR pp. 6–8 TR pp. 14–17 TR pp. 35–38 TR pp. 39–43</p>	<p>AC Ch. 1 #1 AC Ch. 1 #3 AC Ch. 1 #4 AC Ch. 1 #5</p>			
<p><b>A3.2</b> identify some different groups in their community (e.g., <i>various religious and ethnocultural groups</i>), and describe some of the ways in which they contribute to diversity in Canada (e.g., <i>different languages, foods, music, clothing, holidays; ethnic neighbourhoods with specialized shops and restaurants</i>)</p> <p><b>Sample questions:</b> "What kinds of religious buildings are in our neighbourhood? Are there other religions in Canada?" "What are some of the different types of ethnic restaurants in our community?" "When we went to the local grocery store, what were some of the different types of regional foods we saw? Why are there so many different types of food in the grocery store?"</p>	<p>SB pp. 10–11 SB pp. 12–13 SB pp. 14–15 SB pp. 30–31 SB pp. 32–33 SB pp. 38–39 SB pp. 40–41</p>	<p>TR pp. 4–8 TR pp. 50–53 TR pp. 54–58 TR pp. 68–71 TR pp. 72–75</p>	<p>AC Ch. 1 #1 AC Ch. 1 #3 AC Ch. 1 #4 AC Ch. 2 #1 AC Ch. 2 #2 AC Ch. 2 #5</p>			
<p><b>A3.3</b> identify countries of personal or familial significance, and locate them on a globe and/or print, digital, or interactive map</p>	<p>SB pp. 18–19 SB pp. 38–39</p>	<p>TR pp. 18–22 TR pp. 68–71</p>	<p>AC Ch. 1 #2 AC Ch. 1 #3 AC Ch. 2 #1</p>			
<p><b>A3.4</b> describe some significant traditions and celebrations of their families, their peers, and their own communities, as well as of some other communities in Canada (e.g., <i>fall fairs; faith holidays such as Easter, Passover, Eid ul-Fitr; special days such as Remembrance Day, Canada Day, National Aboriginal Day, Kwanzaa, Earth Day; religious ceremonies; ethnocultural festivals</i>)</p> <p><b>Sample questions:</b> "What are some of the big celebrations in your family during the year?" "Why do some people wear poppies for Remembrance Day?"</p>	<p>SB pp. 10–11 SB pp. 12–13 SB pp. 14–15 SB pp. 16–17 SB pp. 18–19 SB pp. 20–21 SB pp. 22–23 SB pp. 26–27 SB pp. 28–29 SB pp. 30–31 SB pp. 32–33 SB pp. 34–35 SB pp. 36–37 SB pp. 40–41 SB pp. 42–43</p>	<p>TR pp. 4–8 TR pp. 14–17 TR pp. 18–22 TR pp. 23–26 TR pp. 27–30 TR pp. 35–38 TR pp. 39–43 TR pp. 50–53 TR pp. 54–58 TR pp. 59–63 TR pp. 64–67 TR pp. 72–75 TR pp. 76–81</p>	<p>AC Ch. 1 #1 AC Ch. 1 #2 AC Ch. 1 #3 AC Ch. 1 #5 AC Ch. 2 #2 AC Ch. 2 #3 AC Ch. 2 #4 AC Ch. 2 #5</p>			

<p><b>A3.5</b> demonstrate an understanding of simple chronology by identifying and organizing chronologically some important events and people from multiple generations in their family and/or community (e.g., <i>construct a three-generation family tree; construct a timeline showing marriages and births within their family; prepare a chronological list showing when family members moved, including, if applicable, when they immigrated to Canada</i>)</p>	<p>SB pp. 10–11 SB pp. 12–13 SB pp. 14–15 SB pp. 18–19 SB pp. 20–21 SB pp. 26–27 SB pp. 38–39</p>	<p>TR pp. 4–8 TR pp. 18–22 TR pp. 23–26 TR pp. 35–38 TR pp. 68–71</p>	<p>AC Ch. 1 #2 AC Ch. 1 #3 AC Ch. 1 #4 AC Ch. 1 #5</p>			
<p><b>A3.6</b> identify some ways in which heritage is passed on through various community celebrations and events (e.g., <i>recipes are passed down to new generations when traditional food is prepared for a community celebration; ethnocultural festivals often showcase traditional costumes, music, dance, stories, and/or games</i>)</p>	<p>SB pp. 10–11 SB pp. 12–13 SB pp. 14–15 SB pp. 32–33 SB pp. 36–37 SB pp. 38–39</p>	<p>TR pp. 4–8 TR pp. 54–58 TR pp. 64–67 TR pp. 68–71</p>	<p>AC Ch. 1 #2 AC Ch. 1 #3 AC Ch. 1 #5 AC Ch. 2 #2 AC Ch. 2 #3 AC Ch. 2 #4</p>			
<p><b>A3.7</b> identify some ways in which heritage is passed on through various family celebrations and practices (e.g., <i>celebrations around Christmas, Eid ul-Fitr, Hanukkah, Diwali, Kwanzaa; traditions related to rites of passage</i>)</p>	<p>SB pp. 10–11 SB pp. 12–13 SB pp. 14–15 SB pp. 18–19 SB pp. 20–21 SB pp. 24–25 SB pp. 26–27 SB pp. 28–29</p>	<p>TR pp. 4–8 TR pp. 18–22 TR pp. 23–26 TR pp. 31–34 TR pp. 35–38 TR pp. 39–43</p>	<p>AC Ch. 1 #2 AC Ch. 1 #3 AC Ch. 1 #4 AC Ch. 1 #5 AC Ch. 2 #2 AC Ch. 2 #5</p>			
<p><b>B1.1</b> compare selected communities from around the world, including their own community, in terms of the lifestyles of people in those communities and some ways in which the people meet their needs (e.g., <i>in northern Europe, people have homes that are heated and insulated, while in the Caribbean, houses do not need to be insulated and may have rooms that are open to the outdoors; in cities, most people buy their groceries from a local shop or a grocery store, but in rural South America people either grow their own food or trade with other farmers</i>)</p> <p><b>Sample questions:</b> “Why might some children in central Africa or in the Amazon region of South America never have played a video game or watched TV? In what other ways is their lifestyle different from that of children in Canada?”</p>				<p>SB pp. 48–49 SB pp. 54–55 SB pp. 62–63 SB pp. 72–73 SB pp. 76–77 SB pp. 78–79 SB pp. 82–83 SB pp. 92–95 SB pp. 96–99</p>	<p>TR pp. 92–94 TR pp. 107–111 TR pp. 126–129 TR pp. 154–157 TR pp. 163–166 TR pp. 167–171 TR pp. 183–186 TR pp. 206–208</p>	<p>AC Un. 2 #1 AC Ch. 3 #2 AC Ch. 3 #4 AC Ch. 4 #4 AC Ch. 5 #1 AC Ch. 5 #2</p>
<p><b>B1.2</b> describe some of the ways in which two or more distinct communities have adapted to their location, climate, and physical features (e.g., <i>in Arctic Canada, where it is cold, people wear warm clothes made with fur and hide or insulated with down or fleece; in Hawaii some schools start early in the morning and end before it gets really hot in the afternoon</i>)</p> <p><b>Sample questions:</b> “Why don’t farmers in Ontario grow bananas or pineapples?” “How do people stay cool in very hot places like South Asia?”</p>				<p>SB pp. 48–49 SB pp. 52–53 SB pp. 54–55 SB pp. 58–59 SB pp. 64–65 SB pp. 66–67 SB pp. 68–69 SB pp. 80–81 SB pp. 84–85 SB pp. 92–95</p>	<p>TR pp. 92–94 TR pp. 102–106 TR pp. 107–111 TR pp. 116–120 TR pp. 130–133 TR pp. 140–144 TR pp. 145–148 TR pp. 178–182 TR pp. 187–191 TR p. 206</p>	<p>AC Un. 2 #1 AC Un. 2 #2 AC Ch. 3 #1 AC Ch. 3 #2 AC Ch. 3 #3 AC Ch. 4 #1 AC Ch. 4 #2 AC Ch. 5 #1 AC Ch. 5 #3</p>

<p><b>B1.3</b> demonstrate an understanding of the importance of sustainability in people’s interrelationship with their natural environment and of some of the consequences of sustainable and/or non-sustainable actions (e.g., <i>if people in dry regions do not use their water carefully, they may run out; if people do not use sustainable farming techniques, they may exhaust the fertility of the soil; responsible use of resources helps ensure that they will be available for future generations</i>)</p> <p><b>Sample questions:</b> “What might happen if people use too much water?” “What can happen when people cut down all the trees for farmland?”</p>				<p>SB pp. 54–55 SB pp. 68–69 SB pp. 70–71 SB pp. 72–73 SB pp. 74–75 SB pp. 76–77 SB pp. 78–79 SB pp. 82–83 SB pp. 84–85 SB pp. 86–87 SB pp. 90–91 SB pp. 96–99</p>	<p>TR pp. 107–111 TR pp. 145–148 TR pp. 149–153 TR pp. 154–157 TR pp. 158–162 TR pp. 163–166 TR pp. 167–171 TR pp. 183–186 TR pp. 187–191 TR pp. 192–195 TR pp. 201–205 TR pp. 208–209</p>	<p>AC Ch. 3 #2 AC Ch. 4 #2 AC Ch. 4 #3 AC Ch. 4 #4 AC Ch. 5 #2 AC Ch. 5 #3</p>
<p><b>B2.1</b> formulate questions to guide investigations into some aspects of the interrelationship between the natural environment of selected communities and the ways in which people live (e.g., <i>questions about how climate relates to clothing, agriculture, housing, recreation</i>)</p> <p><b>Sample questions:</b> “How and why might your choice in clothes change if you lived closer to the equator? Would some of your hobbies/sports change? Why, or why not?” “Why do countries such as Norway, Switzerland, and Canada win so many medals in skiing competitions while other countries such as Australia and Mexico do not?”</p>				<p>SB pp. 50–51 SB pp. 56–57 SB pp. 60–61 SB pp. 64–65 SB pp. 92–95 SB pp. 96–99</p>	<p>TR pp. 94–95 TR pp. 112–115 TR pp. 121–125 TR pp. 130–133 TR pp. 206–208</p>	<p>AC Ch. 3 #1 AC Ch. 3 #2 AC Ch. 5 #1 AC Ch. 5 #2 AC Ch. 5 #3 AC Ch. 5 #4</p>
<p><b>B2.2</b> gather and organize information and data about some communities’ locations, climate, and physical features, and the ways of life of people in these communities (e.g., <i>use atlases, globes, print, digital or interactive maps, and/or satellite images to determine location; find photographs in magazines or on the Internet that provide information on people’s food, shelter, and/or clothing</i>)</p>				<p>SB pp. 44–47 SB pp. 50–51 SB pp. 56–57 SB pp. 60–61 SB pp. 64–65 SB pp. 68–69 SB pp. 70–71 SB pp. 72–73 SB pp. 78–79 SB pp. 86–87 SB pp. 90–91 SB pp. 92–95 SB pp. 96–99</p>	<p>TR pp. 88–92 TR pp. 94–95 TR pp. 112–115 TR pp. 121–125 TR pp. 130–133 TR pp. 145–148 TR pp. 149–153 TR pp. 154–157 TR pp. 167–171 TR pp. 192–195 TR pp. 201–205 TR pp. 206–208</p>	<p>AC Un. 2 #1 AC Un. 2 #2 AC Ch. 3 #1 AC Ch. 4 #2 AC Ch. 4 #3 AC Ch. 5 #1 AC Ch. 5 #2 AC Ch. 5 #3</p>
<p><b>B2.3</b> analyze and construct simple maps to determine and illustrate patterns in the interrelationship between the location of some communities and human activities in those communities (e.g., <i>use a print, digital, or interactive map to determine the proximity of communities to the equator, and then infer whether their climates are likely to be hot, temperate, or cold; use different colours on a map to illustrate climatic changes as one moves north and south from the equator; include photographs of shelter, clothing, or recreational activities on a map to show how people’s adaptations are related to the general location of their community on the globe</i>)</p> <p><b>Sample questions:</b> “What colours would you use to show different temperatures? What do you notice about the pattern created by the colours?” “Where would you place this picture on our world map? Why?”</p>				<p>SB pp. 44–47 SB pp. 52–53 SB pp. 60–61 SB pp. 64–65 SB pp. 66–67 SB pp. 80–81 SB pp. 84–85 SB pp. 88–89 SB pp. 92–95 SB pp. 96–99</p>	<p>TR pp. 88–92 TR pp. 102–106 TR pp. 121–125 TR pp. 130–133 TR pp. 140–144 TR pp. 178–182 TR pp. 187–191 TR pp. 196–200 TR pp. 206–208</p>	<p>AC Un. 2 #1 AC Ch. 3 #1 AC Ch. 4 #1 AC Ch. 5 #1 AC Ch. 5 #3 AC Ch. 5 #4</p>

<p><b>B2.4</b> interpret and analyze information relevant to their investigations, using a variety of tools (e.g., <i>plot data on a chart, bar graph, or pictograph to help them determine which countries have similar climates; determine the climatic region in which people live by examining photos of their clothing or homes</i>)</p> <p><b>Sample questions:</b> “Let’s look at your collection of photos. Which part of the world might these represent? Why? Does anything not fit?” “Why did you put a snowflake beside all of these countries on your chart?”</p>				<p>SB pp. 44–47 SB pp. 54–55 SB pp. 58–59 SB pp. 74–75 SB pp. 76–77 SB pp. 78–79 SB pp. 82–83 SB pp. 86–87 SB pp. 90–91 SB pp. 92–95 SB pp. 96–99</p>	<p>TR pp. 88–92 TR pp. 107–111 TR pp. 116–120 TR pp. 158–162 TR pp. 163–166 TR pp. 167–171 TR pp. 183–186 TR pp. 192–195 TR pp. 201–205 TR pp. 206–208</p>	<p>AC Un. 2 #1 AC Un. 2 #2 AC Ch. 3 #1 AC Ch. 3 #2 AC Ch. 3 #3 AC Ch. 4 #4</p>
<p><b>B2.5</b> evaluate evidence and draw conclusions about some aspects of the interrelationship between communities’ natural environment and the ways of life of people in those communities</p> <p><b>Sample questions:</b> “What similarities have you found in the housing of people who live in cold regions?” “In what ways are sports and recreation different in countries with hot and cold climates?”</p>				<p>SB pp. 50–51 SB pp. 56–57 SB pp. 62–63 SB pp. 68–69 SB pp. 84–85 SB pp. 86–87 SB pp. 88–89 SB pp. 90–91 SB pp. 92–95 SB pp. 96–99</p>	<p>TR pp. 94–95 TR pp. 112–115 TR pp. 126–129 TR pp. 145–148 TR pp. 187–191 TR pp. 192–195 TR pp. 196–200 TR pp. 201–205 TR pp. 206–208</p>	<p>AC Un. 2 #2 AC Ch. 3 #1 AC Ch. 3 #4 AC Ch. 4 #2 AC Ch. 5 #2 AC Ch. 5 #3 AC Ch. 5 #4</p>
<p><b>B2.6</b> communicate the results of their inquiries, using appropriate vocabulary (e.g., <i>globe, sphere, hemisphere, continent, country, equator, North Pole, South Pole, model, distance, culture</i>) and formats (e.g., <i>a book of captioned photos from a field study; song lyrics, a rap, or poem on the way of life in different communities around the world; a poster showing clothing of people who live in cold climates and in hot climates; a role-play to illustrate variations in recreational activities</i>)</p>				<p>SB pp. 44–47 SB pp. 64–65 SB pp. 90–91 SB pp. 92–95 SB pp. 96–99</p>	<p>TR pp. 88–92 TR pp. 130–133 TR pp. 201–205 TR pp. 206–208</p>	<p>AC Un. 2 #1 AC Un. 2 #2 AC Ch. 5 #1</p>
<p><b>B3.1</b> demonstrate an understanding that there are a variety of countries, continents, physical features, and bodies of water around the world and that their locations can be represented in different ways (e.g., <i>using globes; print, digital, and/or interactive maps; mapping programs; electronic images</i>)</p>				<p>SB pp. 44–47 SB pp. 96–99</p>	<p>TR pp. 88–92 TR pp. 207–208</p>	<p>AC Un. 2 #1 AC Ch. 3 #1 AC Ch. 5 #1</p>
<p><b>B3.2</b> identify continents, significant bodies of water, the equator, poles, and hemispheres, using a globe, print, digital, or interactive maps, and/or a mapping program</p> <p><b>Sample questions:</b> “Where is North America on this globe?” “Who can place the label for the Atlantic Ocean on the interactive map?”</p>				<p>SB pp. 44–47 SB pp. 52–53 SB pp. 60–61 SB pp. 66–67 SB pp. 80–81 SB pp. 96–99</p>	<p>TR pp. 88–92 TR pp. 102–106 TR pp. 121–125 TR pp. 140–144 TR pp. 178–182 TR pp. 207–208</p>	<p>AC Un. 2 #1 AC Ch. 3 #1 AC Ch. 4 #1 AC Ch. 5 #1</p>
<p><b>B3.3</b> identify cardinal directions on a map (i.e., <i>N, S, E, W</i>), and use these directions when locating selected communities, countries, and/or continents</p> <p><b>Sample questions:</b> “What continent is south of North America?” “In what direction would you be going if you were travelling from Toronto to Beijing?”</p>				<p>SB pp. 44–47 SB pp. 52–53 SB pp. 60–61 SB pp. 80–81 SB pp. 96–99</p>	<p>TR pp. 88–92 TR pp. 102–106 TR pp. 121–125 TR pp. 178–182 TR pp. 207–208</p>	<p>AC Un. 2 #1 AC Ch. 3 #1 AC Ch. 4 #1 AC Ch. 5 #1</p>



<p><b>B3.4</b> identify the location of selected countries, cities, and/or towns around the world, and describe how their location and climate are related (e.g., <i>Mexico is warm year-round because it is close to the equator; Canada has four seasons because it is far from the equator; Winnipeg is usually colder than Toronto in the winter because it is farther north</i>)</p> <p><b>Sample questions:</b> "Approximately where is our community on the globe in relation to the equator and the poles?" "Let's find Brazil on this map of the world. Where is it in relation to the equator? Do you think it's hot or cold in Brazil? Why?"</p>				<p>SB pp. 44–47 SB pp. 52–53 SB pp. 66–67 SB pp. 80–81</p>	<p>TR pp. 88–92 TR pp. 102–106 TR pp. 140–144 TR pp. 178–182</p>	<p>AC Un. 2 #1 AC Ch. 3 #1 AC Ch. 4 #1 AC Ch. 5 #1</p>
<p><b>B3.5</b> demonstrate the ability to extract information on the location and climate of a region from photographs and print, digital, and/or interactive maps</p> <p><b>Sample questions:</b> "Where might this photo have been taken? Why do you think that?" "Where might the communities shown in these photos be located in relation to the equator and the poles? Why do you think that?" "Let's look at this online aerial map. Where do you think it is? What pieces of information in the map support your answer?"</p>				<p>SB pp. 44–47 SB pp. 48–49 SB pp. 52–53 SB pp. 60–61 SB pp. 66–67 SB pp. 80–81 SB pp. 96–99</p>	<p>TR pp. 88–92 TR pp. 92–94 TR pp. 102–106 TR pp. 121–125 TR pp. 140–144 TR pp. 178–182 TR pp. 207–208</p>	<p>AC Un. 2 #1 AC Un. 2 #2 AC Ch. 3 #1 AC Ch. 4 #1 AC Ch. 5 #1</p>
<p><b>B3.6</b> identify basic human needs (e.g., <i>for food, water, clothing, transportation, shelter</i>), and describe some ways in which people in communities around the world meet these needs (e.g., <i>food: hunting, fishing, farming, shopping at grocery stores; transportation: on foot, using animals, using motorized vehicles, by water</i>)</p> <p><b>Sample questions:</b> "Do all people have the same needs?" "How does your family meet the need for food? How might a person living off the land in Arctic Canada meet this need?"</p>				<p>SB pp. 48–49 SB pp. 54–55 SB pp. 56–57 SB pp. 58–59 SB pp. 64–65 SB pp. 70–71 SB pp. 82–83 SB pp. 84–85 SB pp. 86–87 SB pp. 96–99</p>	<p>TR pp. 92–94 TR pp. 107–111 TR pp. 112–115 TR pp. 116–120 TR pp. 130–133 TR pp. 149–153 TR pp. 183–186 TR pp. 187–191 TR pp. 192–195 TR pp. 207–208</p>	<p>AC Ch. 3 #2 AC Ch. 3 #3 AC Ch. 4 #3 AC Ch. 4 #4 AC Ch. 5 #2 AC Ch. 5 #3</p>
<p><b>B3.7</b> describe selected communities around the world, with reference to their major physical features, wildlife, and some aspects of their culture (e.g., <i>physical features such as mountains, lakes, rivers; native animals; cultural practices related to food, clothing, recreation, the arts</i>)</p>				<p>SB pp. 62–63 SB pp. 68–69 SB pp. 70–71 SB pp. 76–77 SB pp. 78–79 SB pp. 88–89 SB pp. 92–95 SB pp. 96–99</p>	<p>TR pp. 126–129 TR pp. 145–148 TR pp. 149–153 TR pp. 163–166 TR pp. 167–171 TR pp. 196–200 TR pp. 206–208</p>	<p>AC Ch. 3 #4 AC Ch. 4 #2 AC Ch. 4 #3 AC Ch. 4 #4 AC Ch. 5 #1 AC Ch. 5 #4</p>
<p><b>B3.8</b> describe similarities and differences between their community and a community in a different region in the world (e.g., <i>with respect to food, clothing, housing, beliefs, climate, flora and fauna, recreation, agricultural practices</i>)</p>				<p>SB pp. 48–49 SB pp. 52–53 SB pp. 58–59 SB pp. 62–63 SB pp. 68–69 SB pp. 72–73 SB pp. 74–75 SB pp. 76–77 SB pp. 78–79 SB pp. 82–83 SB pp. 84–85 SB pp. 88–89 SB pp. 90–91 SB pp. 92–95 SB pp. 96–99</p>	<p>TR pp. 92–94 TR pp. 102–106 TR pp. 116–120 TR pp. 126–129 TR pp. 145–148 TR pp. 154–157 TR pp. 158–162 TR pp. 163–166 TR pp. 167–171 TR pp. 183–186 TR pp. 187–191 TR pp. 196–200 TR pp. 201–205 TR pp. 206–208</p>	<p>AC Ch. 3 #1 AC Ch. 3 #3 AC Ch. 3 #4 AC Ch. 4 #2 AC Ch. 4 #3 AC Ch. 4 #4 AC Ch. 5 #2 AC Ch. 5 #3 AC Ch. 5 #4</p>